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TEACHER'S GUIDE FOR

# JAPAN - ALLY IN THE FAR EAST

FOREIGN RELATIONS SERIES

ROBERT A. SCALAPINO



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## UNIT ON JAPAN

By Martha J. Porter

### INTRODUCTION

Japan offers a study in contrasts. She is Asian, but Westernized; she is highly industrialized; her society has been traditionally hierarchical, yet she has democratic politics; her people live on four major islands and a number of smaller, less homogeneous.

How can these paradoxes be explained? And, for Americans, there is a paradox: Japanese are opposed to war and reluctant to maintain defense machine. Links between the United States and Japan go far beyond military and economic. In 1963, U.S. aid to Japan amounted to some \$3 billion. Cultural exchange continues to grow in the Pacific. Our ways of life are growing more alike each year, partly because of the Japanese market outside the Western world and has more consumer appliances—refrigerators, etc.—per family than any country except the United States. Japan even has a unique culture unique to the United States.

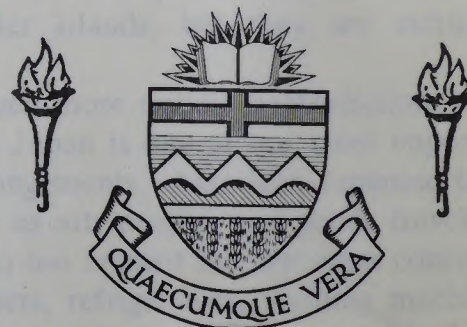
The paradoxes and contradictions in Japan; the similarities and ties between the United States and Japan imposed by her geography and the way in which Japan has overcome them, and the issues confronting Japanese policymakers are elements which students must understand before they can intelligently interpret United States policy *vis à vis* Japan.

Part I of this Guide analyzes the content of *Japan—Ally in the Far East*. Part II suggests a series of activities.

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## CONTENT

In *Chapter 1*, it becomes clear that Japan is no longer a remote and mysterious nation; instead she is a near neighbor and important ally, a nation with which the United States has vital political, economic, and cultural ties. As students consider the dimensions of the American-Japanese alliance, they might also speculate about why two such divergent nations are now linked to one another.

*Chapter 2* focuses on outstanding features of geography. Many of the concepts discussed in this chapter are those students have encountered elsewhere—the relationships between geography and development of national unity; characteristics of an island country; the roles that mountains, rivers, and the sea play in shaping a nation's external and internal policies; and relationships between land mass and resources and population. There is an opportunity to relate information about Japan to that learned about other countries or areas.

For example, the author notes on page 5 that the location of Japan might be compared to that of Great Britain. See Question 1 on page 11.

All nations, whether developed or not, are concerned with the problem of natural resources and economic development. Japan's experience can provide some insights into possibilities for newly emerging countries. How important are mineral resources today? Are the same minerals that were critical a century ago as important today? In what ways have new industries and

new sources of energy altered the demands for minerals? Note the map on page 9 which locates major resources in Japan.

*Chapter 3* provides historical background in its description of the Tokugawa period. Question 1 on page 16 can be used to stimulate discussion of attitudes toward kingship. Some parallels can be drawn between the attitudes that prevailed in medieval Europe and those that were found in Tokugawa times.

Other possible parallels might be explored: Were the Japanese daimyo and samurai comparable to European lords and knights? Did the *han* resemble fiefs? Were the devices used by the daimyo similar to those used by European lords?

Did a social hierarchy prevail in Medieval Europe? If so, in what ways was it like or different from that which existed in Tokugawa times?

Questions can also be raised about isolationism. See the questions at the end of *Chapter 1*: "What is isolationism? What were some of the major differences between the isolationism of the United States during the 19th century and that of Japan during the 17th and 18th centuries?"

The process of modernization is the main theme of *Chapter 4*. The political, economic, and social threads of development are closely interwoven. For example, could Japan have moved rapidly toward industrialization if there had not been extensive political and social reforms?



The Meiji leaders borrowed political ideas as well as technological "know-how" from the West. Students might note ways in which the Meiji Constitution of 1889 reflected principles of the U.S. Constitution.

Study of the Meiji Constitution offers an excellent opportunity for students to consider the roles of constitutions in general. What attributes should a constitution have to make it a living document? Should a constitution mirror, transcend, or have no bearing upon the prevailing political climate? Is a constitution merely a piece of paper or can it be a force for change? Can a constitution serve to maintain the *status quo*?

What role did the government play in the modernization of Japan? What role did private entrepreneurs play? Why were the Meiji leaders eager to encourage the samurai to develop industrial and financial organizations?

The cartoon showing the "Adaptation Box," on page 20 might be used to stimulate class discussion on the process of borrowing. Too frequently Americans have regarded the Japanese as imitators or copyists, and consequently have failed to appreciate the tremendous innovations that have come from Japanese skills. Can a society merely adopt ideas or techniques of another society without adapting them for its own needs?

What are some of the psychological factors in the process of acculturation? Why is it difficult for an individual to transform his way of life?

The following passage is taken from *Sources of Japanese Tradition*, pp. 671-673. In this section the authors paraphrased some observations of Prince Ito Hirobumi,

who played a major role in the drafting of the 1889 Constitution.

"The advent of Commodore Perry, followed by a rapid succession of great events too well known to be repeated here, roughly awakened us to the consciousness of mighty forces at work to change the face of the outside world. We were ill-prepared to bear the brunt of these forces, but once awakened to the need, were not slow to grapple with them. So, first of all, the whole fabric of the feudal system, which with its obsolete shackles and formalities hindered us in every branch of free development, had to be uprooted and destroyed. The annihilation of centrifugal forces taking the form of autocratic feudal provinces was a necessary step to the unification of the country under a strong central government, without which we would not have been able to offer a united front to the outside forces or stand up as a united whole to maintain the country's very existence.

I must, however, disabuse my readers of the very common illusion that there was no education and an entire absence of public spirit during feudal times. It is this false impression which has led superficial observers to believe that our civilization has been so recent that its continuance is doubtful—in short, that our civilization is nothing but a hastily donned, superficial veneer. On the contrary, I am not exaggerating when I say that, for generations and centuries, we have been enjoying a moral education of the highest type. . . .



Thus it will be seen that what was lacking in our countrymen of the feudal era was not mental or moral fiber, but the scientific, technical, and materialistic side of modern civilization. Our present condition is not the result of the ingrafting of a civilization entirely different from our own, as foreign observers are apt to believe, but simply a different training and nursing of a strongly vital character already existent. . . .

It was evident from the outset that mere imitation of foreign models would not suffice, for there were historical peculiarities of our country which had to be taken into consideration. . . .

Another difficulty equally grave had to be taken into consideration. We were just then in an age of transition. The opinions prevailing in the country were extremely heterogeneous, and often diametrically opposed to each other."

Since World War II the political system of Japan has been transformed. The far-reaching changes written into the Constitution of 1947 are discussed in *Chapter 5*.

Students might note similarities between the Japanese form of government and the British and American systems. How does the Japanese Constitution provide for a system of checks and balances? In what way does the structure of the Japanese Diet resemble the United States Congress? The British Parliament?

How does the form of government affect the development and nature of political parties? Do you think that an opposition party is apt to be more active in countries such as Great Britain or Japan where prime ministers

must retain support in the legislature in order to stay in office, or in countries such as the United States where the President is elected at regular intervals?

How strong is the two-party system in the United States? What roles does the "out-party" play in Congress? Why does the author say that "the Japanese party system is sometimes called a one and one-half party system?"

What are the major differences between the Republican and Democratic parties in the United States? What are the differences between the Liberal Democratic Party and the Socialist Party in Japan? Are the issues between Japanese political parties more sharply drawn than those between American political parties?

What role did the civil service play in Tokugawa times? During the Meiji period? What role does it play in present-day Japanese government? What are the advantages of having many operations of government handled by civil servants? What are some of the disadvantages? What are the advantages and disadvantages in a system of patronage?

Throughout the discussions of the political process in Japan, students should be aware of the enormous impact the American Occupation had on the entire life of the country. Yet, the remarks of Prince Ito quoted above, are again appropriate, for in 1947, as in the 1870's and 1880's, "mere imitation of foreign models would not suffice."

*Chapter 6* describes some of the major social changes that have taken place in Japan since World War II.



Land reform continues to be an important issue throughout Latin America, Asia, and the Middle East. As the author notes, however, elimination of tenancy or wider distribution of land will not in themselves increase agricultural production; efficient use of arable land, knowledge and use of modern agronomic technology, and economic organization of farmers all contribute to increased productivity and prosperity for the farmer.

Students might compare the role that organized labor plays in Japanese politics with that played by unions in the United States. Are unions in the United States identified with either political party? Are they as deeply involved in politics as Sohyo?

What are the major unions in the United States? What comparisons might be drawn between the representation of labor in Japan and that in the United States?

The brief account of the life of an average Japanese family can be compared with a description of an average American family. However, class discussion might be stimulated by asking whether an "average family" exists. What are some of the important differences between the life of an average urban family and that of an average rural family? Are there pronounced differences between ways of life in rural and urban America?

*Chapter 7* focuses upon economic prospects and problems. (See section 5 of this guide for questions related to economic development.)

The United States contributed in large measure (in terms of both dollars and technical assistance) to the economic recovery of Japan. However, as is noted on page 40, "The Japanese people themselves . . . should be given full credit for their role in the miracle of the past decade."

Foreign trade is critical to Japanese prosperity, and some of the most serious issues between the United States and Japan center around the problems of trade.

The graph on page 46 shows United States exports to and imports from Japan (1958-1962). When did the United States enjoy a favorable balance of trade? What has been the general trend of trade between the United States and Japan? Which has increased proportionately more during the ten-year period —Japanese exports to the United States or American exports to Japan?

The tables on page 43 indicate United States imports and exports by selected commodity and commodity groups. See section 4 of this guide for activities relating to trade.

In *Critical Problems of Foreign Economic Policy* (First National Bank of Chicago), Herbert Prochnow says:

"We face at least three difficult questions in relations to Japan.

*First.* Should we encourage Japan to turn to Red China and Soviet Russia for markets for her goods and gradually perhaps become a part of the Communist trade orbit? . . .

*Second.* Should we buy a larger share of Japanese goods? . . .



*Third.* Should we for perhaps years ahead make special military and other expenditures in Japan . . . ?”

On the basis of their readings in *Japan—Ally in the Far East* and other sources, students can weigh these three alternatives and be encouraged to suggest other possibilities.

The problem of trade with Communist China is one of the issues of Japanese foreign policy considered in *Chapter 8*. In his discussion of questions confronting Japanese policymakers, the author notes three issues of basic concern: “National security and the question of alliance, economic opportunities in the international arena, and psychological questions involving the problems of identity and purpose.”

These three issues are intertwined. It is seen, for example, that Japan’s search for a purpose relates to the historical question of isolation or involvement with the outside world and if alliance, alliance with whom? The rise of Communist China, the atmosphere of the Cold War, and the emergence of independent nation-states in Africa and Asia make it imperative for Japan to give close attention to the problem of national security. The volatility of the Afro-Asian world presents challenges to Japan, but the very dynamism of a rapidly changing international scene offers many opportunities. The economic opportunities especially, cannot be ignored, and Japan has worked carefully to build up her reputation and lay the foundation for expanding trade with Southeast Asia.

Implied throughout *Chapter 8* and *9* are exceedingly difficult questions: The Japanese people are opposed to war, and have even outlawed war in their Constitution. Can the national security of Japan be protected by moral force alone? Given the climate of the international environment, can Japan afford *not* to establish machinery for defense? If Japan does not have her own military establishment, can she “go it alone?” If unarmed, will she not need a powerful friend, i.e. The United States, as an ally?

On the other hand, how does military alliance with the United States affect Japan’s influence in Southeast Asia? Most of the new nation-states in Africa and Asia are anticolonial and suspicious of any moves which smack of renewed Western imperialism. These emerging political units are also anxious to avoid involvement in the Cold War struggle. Can Japan identify with new Asian countries if she is clearly committed to friendship with the Western powers?

But many observers ask whether Japan is really “Asian.” As a highly industrialized, modernized, democratic nation, Japan resembles the “have” rather than the “have-not” countries. If she is Asian by birth, Japan is Western by predilection. Is she then not obligated to stand with the West? Or, as the author suggests, will Japan find a purpose in serving as a bridge-head between the West and non-West?

As students consider the alternative lines which United States policy might take in regard to Japan, they should bear in mind that these are not the only alternatives, and other possibilities should be explored.



## ACTIVITIES

There are a number of techniques that may be used to begin your unit on Japan.

### I OPINIONNAIRE

A one-page survey and opinionnaire are included with the guide. Provide each student with a mimeographed copy and allow about 20 minutes for the class to fill out the forms. This survey can be used to tell you what your students already know about Japan. Have the survey self-scored and returned to you for future planning. Because the opinionnaire is designed to reveal pupil attitudes, there are no right or wrong answers. Discuss the opinionnaire in class so that students can clarify and defend their views.

Give the opinionnaire again at the end of the unit. Students should be encouraged to consider why their views have changed or remained the same. In the second opinionnaire, ask students to check those items for which they still need additional data before taking a stand. Students should also mark those statements which did not satisfy them in terms of alternatives presented. Thus, this exercise enables the student to analyze his own views, and at the same time, to evaluate the opinions presented in the survey.

### II MAPS

Any understanding of Japan depends upon knowledge of its geo-political background, and your students should become well acquainted with the geography of the country.

In addition to the maps in the booklet, you may wish to use a large wall map which shows Japanese features in greater detail. Or you may wish to show a smaller map with an opaque projector or on transparencies. A teacher-led discussion can bring out a variety of points.

Why is the location of Japan strategically important? What is Japan's geographical position with respect to North and South Korea, the Soviet Union, Mainland China, and Taiwan?

Note the map on page 15, which shows the Japanese Empire in 1853, 1919, 1942, and 1953. When was the Empire at its height? What territories were under Japanese control during World War II?

Locate the Ryukyu islands. See the discussion of Okinawa in *Chapter 9*. Why do you think that Okinawa is one of the major United States military installations in the Pacific area?

Locate the Kurile islands. What is the current status of the Kuriles? Why has the Kuriles issue been a point of friction between the Soviet Union and Japan?

What is the general topography of Japan? Which areas are mountainous? Which areas are most fertile?

Refer to the map on page 9 which shows the distribution of resources in Japan. Locate major industrial centers in Japan. What relationships can be seen between the location of resources and industrial growth? Have any industrial centers developed where mineral resources do not exist? If so, what other factors, such as water power or transportation facilities, might determine the location of urban centers and industries?



On page 7 of the booklet it says: "We commonly think of the sea as a barrier, but it is also a highway, especially if the distances involved are short. In pre-modern times, the sea was often more convenient for communication than the land with its many mountains." Ask students to compare the topography of the Eastern seaboard of Japan with that of the Western coast. What features of the Eastern coast would contribute to the rise of urban centers?

### III FILMS

The Asia Society  
112 East 64th Street

New York 21, New York

*Films of Asia: Selected List.* 30 pp. Single copies free.

Japan Air Lines  
620 Fifth Avenue

New York 20, New York

Has prepared 10 films on Japanese life and places of interest. Available on free loan to groups of adults.

Japan Information Service  
Consulate General of Japan

235 East 42nd Street

New York 17, New York

1962 Film List: A Catalogue of 16mm. Sound Films on Japan and its National Life. Available through Japan Information Service's distributor:

Ideal Pictures, Inc., 321 West 44th Street,  
New York 36, New York

Japan External Trade Organization (JETRO)  
393 Fifth Avenue

New York 16, New York

Maintains trade centers in San Francisco, New Orleans, Los Angeles, and Chicago.

Color films on Japanese industry available for free loan. List available.

### IV INDIVIDUAL OR COMMITTEE ACTIVITIES

Suggestions for written or oral reports are listed on the back cover of the booklet. In addition to these, you may wish to assign the following reports:

1. Leadership is one important factor in the future of any country. In *Chapter 5* Professor Scalapino discusses some of the changes occurring among Japanese leaders.

Some students may wish to write a report on Kishi Nobusuke, who became Prime Minister in 1957 but resigned after the furor over the American-Japanese security treaty in the summer of 1960, and Ikeda Hayato, who became Prime Minister. To what political parties do Mr. Kishi and Mr. Ikeda belong? What are their general political views?

What role does the Prime Minister play in his political party? What role does the President of the United States play with respect to his political party?

See: *The Government of Japan*, by Ardath Burks, New York: Thomas Y. Crowell Company, 1961.

2. Industrialization in Japan. Describe the *zaibatsu* system. How did the *zaibatsu* combines develop? How



did the traditional family system and the premodern status of the samurai class contribute to the growth of the *zaibatsu*?

Report on one of the following *zaibatsu*: Mitsui, Mitsubishi, Sumitomo, Yashuda, and Matsushita.

In what ways are the big Japanese industries like General Motors, United States Steel, American Telephone and Telegraph, or General Electric?

3. "It is an oversimplification to describe Japan as a 'private enterprise' society, because state enterprise and state economic policies are critical to the well-being of the economy. As Professor William Lockwood has stated, Japan represents a pragmatic blend of public and private initiative closely in keeping with her culture and traditions." (Ch. 7, page 39, of the text).

What role did the Meiji leaders play in the industrialization of Japan during the 1870's and 1880's?

What role did Japanese leaders play in industrialization during the 1920's and 1930's?

What role does the present-day government of Japan play in industrialization?

4. Write a brief report on one of the following aspects of the American Occupation of Japan: United States military policy, the United States influence on the Constitution of 1947, economic and technical assistance to Japan from 1946 to 1956, the trials of "war criminals," the demilitarization of Japan, Japanese attitudes toward American soldiers, the everyday life of an American soldier in Japan, or the cultural effect of living in Japan upon American soldiers.

5. Japanese expansionism before World War II. Prepare a chronology that shows the course of Japanese territorial expansion from 1905 to 1943.

6. What were the basic causes of World War II? What were the immediate causes of American involvement in the war?

Write three reports which might have come from a foreign service officer at the "Japan desk" in the United States Department of State in April, August, and November, 1941. In each report describe relations between the United States and Japan, the points of dispute between the two countries, proposed Japanese and American solutions, and prospects for the months ahead.

7. The role of *nisei* in the United States. Where are the major Japanese communities in the United States? If you live in a city that has a large Japanese society, describe the distinctive characteristics of this society.

What factors led to the "Gentleman's Agreement" (1907 and 1908) in which the Japanese government agreed not to issue passports to Japanese laborers who wanted to emigrate to the United States.

What factors led to the Exclusion Act? What did this act state, and how did it affect American relationships with Japan? What factors brought about the repeal of this act (1943)? What are the present immigration laws regarding the Japanese?

How were the *nisei*, *kibei*, and *issei* treated in the United States during World War II?



8. Japanese foreign policy. Report on Japanese policy toward *one* of the following areas during the Tokugawa period, between 1880 and World War II, or during the postwar period: China, Korea, continental Southeast Asia, the Ryukyu Islands, the United States, or the Soviet Union. Consider only one area during one period of history.

9. Japanese art. Prepare an exhibit of Japanese art objects for display. Discuss the philosophical or religious beliefs that are reflected in one of the following art forms: flower arrangement, calligraphy, the tea ceremony, or a garden.

Three major styles of Japanese drama are the *no*, puppet, and *kabuki*. Read and report on one play in each form.

Many materials and ideas related to Japanese culture may be obtained from the Japan Society. *Sources of Japanese Tradition*, edited by de Bary Tsunoda and Keene is an invaluable source for excerpts and explanations of Japanese literature and thought.

## V QUESTIONS FOR FURTHER THOUGHT

Several questions are found at the end of each chapter. These may be used to stimulate class discussion, for they are designed to encourage students to think beyond the reading they have done and to explore fundamental concepts.

For example, Question 2 on page 47 (*Chapter 7*)—What are some of the major differences between the postwar recovery of a developed nation and the mod-

ernization of an underdeveloped nation? — asks a student to think about the principal factors in economic development.

The problems of development and the identification of essential elements in development have been discussed with increasing vigor each year as the appropriations for foreign aid are voted on in Congress. Why would the Marshall Plan have produced almost immediate effects in Western Europe, whereas aid given to countries in Southeast Asia has not resulted in their having become industrialized?

What roles do the following play in economic development: education, natural resources, transportation and communication systems, established and respected entrepreneurial group, trained managers and foremen, skilled labor, and capital? Which of these components did Japan have after World War II? Which did she need?

## VI CARTOONS

An essential aim of many political cartoons is to tell a story which will strike home to the reader in an entirely different and, at times, more emphatic way than does a written statement. After a definite system of analysis is established, your students will be able to spot quickly the cartoonist's argument. The following is a suggested procedure:

1. What is happening in the cartoon?
2. Identify the symbols used.



3. What is the significance of the caption?

4. State in a few words what the cartoonist is trying to say.

These steps may be applied to any of the cartoons which appear in *Japan—Ally in the Far East*. Applying them to the cartoon on page 62, "Points of View," we see that:

1. A Western man, carrying a piece of paper in his hand, is chasing a Japanese. The paper refers to the Security Treaty, U-2 bases, and "all that." The Westerner is saying "No More Pearl Harbor for Me," while the Japanese is saying, "No More Hiroshima for Me!"

2. The reference to Pearl Harbor identifies the Westerner as an American. He wants the Japanese (the government of Japan) to sign a Treaty of Security and Co-operation and to allow the United States to have bases on Japanese soil. The Japanese, however, mentions Hiroshima as the culminating and terrible price Japan paid for military involvement.

3. The caption, "Points of View" notes that the United States and Japan have different ideas about alliance.

4. The cartoonist is saying that the United States wants to protect its national security and to ensure—through a system of alliances and bases, that it will not be the victim of a surprise attack. On its part, Japan

wants to avoid any military involvement that would lead to its being attacked or the destruction of its cities. (See *Chapter 8* for a discussion of Japanese views toward alliance and neutralism.)

## VII VOCABULARY AND CONCEPTS

The key terms which are found on page 65 may be assigned as an ongoing activity. Vocabulary exercises may be used in several ways.

1. As spot checks on reading. For example, on the basis of your reading in *Chapter 3*, what do you understand the terms "saurai," "daimyo," and "han" to mean?

2. To stimulate class discussion. For example, how does a system of primogeniture affect the development of a society? Why does it perpetuate the power of wealthy families? Why would the author note that primogeniture supported industrialization? Do you think that primogeniture might have supported British imperialism in the late 18th and 19th centuries? Why?

3. To sharpen and clarify your students' thinking. For example, what is a balance of trade? What is a balance of payments? What items are included in the balance of payments that are not included in a balance of trade? Does Japan enjoy a favorable balance of trade with the United States? Does she enjoy a favorable balance of payments?



## VIII SOURCES OF INFORMATION

Although considerable information may be obtained from the booklet itself, your students should be encouraged to use outside sources. When students write to an organization they should make their requests as specific as possible. Also, if a number of students in the same class are going to write to the same organization at the same time, they should compose a single letter rather than sending a number of separate but identical requests.

"Focus on Japan," July 1962 issue of *INTERCOM*, lists many sources for information, books, speakers, and organizations concerned with Japan. Available from the Foreign Policy Association, 345 East 46th Street, New York 21, New York.

The Japan Society  
112 East 64th Street  
New York 21, New York

The Asia Society  
112 East 64th Street  
New York 21, New York

United States-Japan Trade Council  
1000 Connecticut Avenue, N.W.  
Washington 6, D.C.

The Japan Information Service  
Consulate General of Japan  
235 East 42nd Street  
New York 17, New York

Japan National Tourist Association  
45 Rockefeller Plaza  
New York 20, New York

Office of Public Services  
Department of State  
Washington 25, D.C.

A growing number of journals, magazines, and newspapers devoted to Asian affairs are available in the United States.

*Asian Survey* is published monthly by the Institute of International Studies, University of California, Berkeley. A subscription is \$6.00 per year. Each issue is about 45 pages long, and contains five or six articles written by recognized authorities.

*The Journal of Asian Studies*. Quarterly. Subscription is \$10.00 per year. Inquiries should be addressed to Russell H. Fifield, P.O. Box 606, Ann Arbor, Michigan. Scholarly journal for serious students with special interest in Asian affairs.

*Far Eastern Economic Review*, "A Weekly Journal of Trade, Industry, Finance, Transportation, and Public Affairs in East and Southeast Asia," published in Hong Kong. Yearly rates for the United States are Surface, \$16.00; Air Freight, \$25.00; Air Mail, \$55.00.



*Economic Survey of Asia and the Far East*, published annually by the United Nations may be ordered from the Sales and Circulation Section, United Nations, New York. \$2.50. It contains information about production, trade, and economic and industrial development of Asian countries. An extensive appendix provides a wealth of statistical information.

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*AUFS Reports* are issued as written, and total from 60 to 100 Reports a year. Most high school teachers find that they cannot use all of the Reports issued each year; however, particular issues and most certainly the Background Notes are valuable for teachers and outstanding students.

All Reports are exceedingly well written. Inquiries about subscriptions should be addressed to the AUFS office.



## FACTUAL KNOWLEDGE SURVEY

To the teacher: This test may be used to determine what your students know about Japan *before* they begin their unit of study. You may reproduce it for classroom use.

Directions: Place the letter of the answer in the space provided in the left-hand margin.

- |                  |  |
|------------------|--|
| <u>    c    </u> | 1. Which of the following religions has <i>not</i> played an important part in the history of Japan?<br>a. Confucianism      b. Shinto      c. Islam      d. Buddhism  |
| <u>    b    </u> | 2. The population of Japan is approximately<br>a. 200 million.      b. 95 million.      c. 25 million.      d. 50 million.   |
| <u>    a    </u> | 3. The name Tokugawa refers to<br>a. the family that ruled Japan from 1600 to 1868.      b. the present Prime Minister.<br>c. a leading political party.      d. an island in the South Pacific.   |
| <u>    a    </u> | 4. The Supreme Commander for the Allied Powers and the administrator of the postwar Occupation was<br>a. General MacArthur.      b. General Rommel.      c. Lord Mountbatten.<br>d. General Eisenhower.  |
| <u>    a    </u> | 5. In 1963, the Japanese Prime Minister was a member of<br>a. the Liberal Democratic Party.      b. the Socialist Party.      c. Sohyo.      d. Zenro.   |
| <u>    d    </u> | 6. Which of the following resources does Japan have in abundance?<br>a. natural gas      b. petroleum      c. iron ore      d. hydro-electric power  |
| <u>    b    </u> | 7. One of the most controversial articles of the postwar Constitution is Article 9, which concerns<br>a. the role of the Emperor.      b. the outlawing of war as a means of settling international disputes.<br>c. civil liberties.      d. the establishing of an upper and a lower house in the Diet. |
| <u>    c    </u> | 8. Japan became a member of the United Nations in<br>a. 1946.      b. 1950.      c. 1956.      d. 1963.  |



## OPINIONNAIRE

*To the teacher:* Note that this is not a test. The Opinionnaire is designed to help your students recognize the attitudes they have about Japan.

*To the student:* Mark “A” if you agree with the statement, “D” if you disagree, and “U” if you are uncertain how you feel. If you think that you do not have enough information about an item to form an opinion, place “X” next to that item.

If you would like to clarify your views or briefly explain your position, you may do so in the space provided after each question.

- \_\_\_\_\_1. Japan is not a typical Asian country.
- \_\_\_\_\_2. The Japanese merely borrow ideas from the West; they do not make original contributions.
- \_\_\_\_\_3. Japan is a mysterious and remote country.
- \_\_\_\_\_4. If United States manufacturers do not protect their interests, they will be destroyed by competition from Japan.
- \_\_\_\_\_5. The Japanese have shown an amazing ability to understand and adapt to the process of modernization.
- \_\_\_\_\_6. Alliance with the United States protects Japan's national security.
- \_\_\_\_\_7. Most Japanese people are opposed to war and do not want their country to maintain machinery for defense.
- \_\_\_\_\_8. If the United States restricts trade with Japan, her economy will be severely damaged.



CLASS PERIOD	READING ASSIGNMENT	ACTIVITIES
1	Chapters 1 and 2	Opinionnaire and Activity I.
2	Chapter 3	Teacher-led discussion on geography. See Activity II. Individual and group reports assigned.
3	Chapter 4	Premodern Japan. See Activity VII.
4	Chapters 5 and 6	Discussion of the process of modernization.
5	Chapter 7	Discussion of political and social change. The political process in Japan.
6	Chapter 8	Economic problems. Development and trade. See Activity V.
7	Chapter 8	The American Occupation.
8	Chapter 9	Japanese Foreign Policy.
9	Chapter 9	United States policy toward Japan. Cartoon analysis. See activity VI.
10		Opinionnaire and discussion of Chapter 9. Written reports due.

1	Chapters 1 and 2	Opinionnaire and Activity I.
2	Chapter 3	Teacher-led discussion on geography. See Activity II. Individual and group reports assigned.
3	Chapter 4	Premodern Japan. See Activity VII.
4	Chapters 5 and 6	Discussion of the process of modernization.
5	Chapter 7	Discussion of political and social change. The political process in Japan.
6	Chapter 8	Economic problems. Development and trade. See Activity V.
7	Chapter 8	The American Occupation.
8	Chapter 9	Japanese Foreign Policy.
9	Chapter 9	United States policy toward Japan. Cartoon analysis. See activity VI.
10		Opinionnaire and discussion of Chapter 9. Written reports due.



# UNITED STATES EXPORTS<sup>1</sup> TO JAPAN, 1958-1962

## By Selected Commodity and Commodity Groups

(thousands of dollars)

Line	Commodity Group <sup>a</sup>	1958	1959	1960	1961	1962
<b>ANIMAL PRODUCTS</b>						
	\$ 38,344	40,416	60,980	72,161	61,808	
1	Edible animal products	5,053	3,530	6,820	8,814	10,244
2	Hides and skins	13,464	14,584	23,530	29,690	31,828
3	Animal oils	18,977	20,816	26,109	29,237	16,093
4	Other inedible animal products	849	1,485	4,521	4,420	3,643
<b>VEGETABLE PRODUCTS</b>						
	215,574	228,391	246,453	297,118	341,773	
5	Grains	110,416	82,875	71,311	97,754	132,557
6	Other edible vegetable products	8,220	6,793	11,330	27,107	35,175
7	Tobacco and manufactures	10,506	11,292	19,764	25,264	23,603
8	Rubber and products	10,718	24,353	26,068	26,876	25,867
9	Oilseeds (mainly soybeans)	71,881	95,453	104,803	107,767	111,737
10	Other inedible vegetable products	3,832	7,625	13,178	12,351	12,834
<b>TEXTILE FIBER AND MANUFACTURES</b>						
	126,294	103,404	226,087	232,888	122,182	
11	Raw cotton	118,089	92,629	217,039	221,584	113,000
12	Other textiles & products	8,205	10,775	9,048	11,304	9,182
<b>WOOD AND PAPER</b>						
	14,454	25,262	43,676	74,384	64,493	
13	Unmanufactured wood	5,486	9,197	12,328	30,265	24,364
14	Paper pulp	4,764	9,476	24,278	29,555	30,366
15	Other wood and paper products	4,204	6,589	7,070	14,564	9,763
<b>METALS, MINERALS AND MANUFACTURES</b>						
	147,703	254,913	392,969	567,690	306,905	
16	Coal	35,290	40,660	53,404	64,139	64,147
17	Petroleum and products	46,005	56,281	77,868	81,675	79,786
18	Other non-metallic minerals	6,245	9,190	11,380	15,232	11,161
19	Iron ore	5,044	5,240	8,623	9,510	10,213
20	Iron & steel scrap	20,096	105,071	119,704	237,025	79,745
21	Copper scrap & copper-base alloy scrap	4,777	9,941	43,697	51,564	15,072
22	Other metals & products	26,245	28,530	78,312	108,545	46,781
<b>MACHINERY AND VEHICLES</b>						
	194,615	149,130	204,734	301,908	348,548	
23	Electrical & power generating machinery	43,046	34,036	29,140	32,336	66,780
24	Construction machinery and equipment	10,107	7,567	9,129	10,141	9,641
25	Metalworking machinery	58,309	34,588	60,857	102,484	111,570
26	Industrial machinery	47,306	39,303	36,816	65,053	66,458
27	Office, accounting and computing machines	11,329	19,604	27,074	47,077	44,426
28	Other machinery	4,068	4,143	6,221	7,670	12,363
29	Aircraft and other vehicles	20,450	9,889	35,497	37,147	37,310
<b>CHEMICALS</b>						
	80,549	113,104	127,095	153,265	129,047	
30	Chemical specialties	33,410	54,148	54,622	67,935	55,257
31	Industrial chemicals	9,928	15,912	17,990	20,302	18,982
32	Phosphate rock and potassium chloride	14,923	16,090	24,548	25,800	23,129
33	Other crude and processed chemicals	22,288	26,954	29,935	39,228	31,679
<b>MISCELLANEOUS</b>						
	16,020	16,582	23,301	31,291	33,684	
34	Miscellaneous products	16,020	16,582	23,301	31,291	33,684
<b>Total<sup>a</sup></b>						
	\$829,553	931,203	1,325,315	1,730,705	1,408,440	

<sup>1</sup> Exports exclude re-exports and "Special Category" shipments (military items).

<sup>a</sup> Throughout this table items may not add to totals or subtotals because of rounding.

Source: Compiled from the United States Export Statistics, U. S. Bureau of the Census, Reports FT-410 and -420.

1958-1962

## By Selected Commodity and Commodity Groups

(thousands of dollars)

Line	Commodity Group <sup>a</sup>	1958	1959	1960	1961	1962
<b>ANIMAL PRODUCTS</b>						
	\$ 84,105	100,689	92,031	95,320	124,893	
1	Fish and products	53,573	58,355	52,769	52,466	63,716
2	Shellfish and products	10,959	17,342	11,284	11,496	12,435
3	Other edible animal products	655	458	680	783	1,414
4	Leather & related products	10,266	15,751	19,890	23,148	36,510
5	Other inedible animal products	8,652	8,782	7,409	7,426	10,818
<b>VEGETABLE PRODUCTS</b>						
	24,299	69,437	112,082	92,490	89,016	
6	Fruits & fruit products	2,372	6,468	7,401	8,716	9,665
7	Other edible vegetable products	5,016	5,489	7,016	7,661	8,377
8	Rubber products	13,104	53,989	94,099	72,827	67,017
9	Other inedible vegetable products	3,807	3,491	3,566	3,286	3,957
<b>TEXTILE FIBER AND MANUFACTURES</b>						
	201,158	265,918	279,194	238,826	294,465	
10	Cotton manufactures and semi-manufactures	71,561	76,810	73,508	69,696	100,596
11	Wool manufactures and semi-manufactures	44,249	61,082	72,044	61,014	73,633
12	Raw silk	14,752	23,657	26,019	24,794	24,547
13	Silk manufactures	40,488	54,099	49,590	34,284	37,555
14	Man-made fiber manufactures and semi-manufactures	11,195	28,966	33,468	28,634	37,469
15	Other textile products	18,913	21,304	24,565	20,404	20,665
<b>WOOD AND PAPER</b>						
	77,226	108,743	97,276	85,311	101,262	
16	Sawmill products (lumber)	8,103	12,256	9,962	7,451	9,020
17	Plywood	44,231	59,321	50,251	44,034	53,732
18	Other wood products	18,308	27,860	26,822	24,780	27,437
19	Paper and manufactures	6,784	9,306	10,241	9,046	11,073
<b>METALS, MINERALS AND MANUFACTURES<sup>a</sup></b>						
	153,122	252,299	280,852	256,725	342,855	
20	Glass and products	6,513	11,079	11,439	12,740	13,335
21	Ceramic products (chinaware & earthenware)	31,406	40,700	50,281	41,639	49,714
22	Cultured pearls	10,240	12,875	13,627	16,136	17,934
23	Other non-metallic mineral products	7,100	6,088	8,198	9,070	10,242
24	Steel mill products	30,530	82,856	90,788	86,439	146,046
25	Iron & steel manufactures	20,877	34,695	44,627	38,221	50,261
26	Ferroalloys & similar metals	18,796	17,566	12,576	9,630	7,314
27	Jewelry, plated ware, etc. (mostly costume jewelry and lighters)	10,743	17,203	20,724	19,345	19,947
28	Other metal products <sup>a</sup>	16,917	29,237	28,592	23,505	28,062
<b>MACHINERY AND VEHICLES</b>						
	56,677	116,319	143,284	176,791	238,587	
29	Radios and parts	16,040	55,153	71,424	84,976	98,231
30	Other electrical apparatus	12,202	18,810	30,661	39,199	75,480
31	Sewing machines	20,334	25,697	20,764	20,637	24,084
32	Other machinery	4,483	8,431	10,303	20,991	17,065
33	Vehicles (except agricultural)	3,618	8,223	10,132	10,988	23,727
<b>CHEMICALS<sup>a</sup></b>						
	5,195	8,892	10,097	12,439	16,125	
34	Industrial chemicals <sup>a</sup>	2,655	3,690	4,379	6,092	7,696
35	Other chemicals and related products	2,540	5,202	5,718	6,347	8,429
<b>MISCELLANEOUS</b>						
	71,968	95,596	111,713	118,036	145,986	
36	Photographic goods (mostly cameras) <sup>a</sup>	8,623	10,138	14,411	17,245	24,204
37	Scientific instruments (mostly binoculars, telescopes, microscopes)	11,805	14,512	16,492	15,321	17,210
38	Toys and sporting goods	27,291	39,522	45,776	45,263	59,720
39	Miscellaneous products	17,924	22,443	23,742	27,408	34,084
40	Estimate for low-valued shipments	6,325	8,981	11,292	12,799	10,768
<b>Total<sup>a</sup></b>						
	\$873,951	1,017,893	1,126,529	1,075,938	1,353,190	

<sup>a</sup> Imports are imports for consumption and are in foreign values (f.o.b.).

<sup>a</sup> Throughout this table items may not add to totals or subtotals because of rounding.

<sup>a</sup> Revised to reflect change in classification of refined bauxite from industrial chemical to metal category.

<sup>a</sup> Figures for years prior to 1960 do not include flash guns, exposure meters, and other electrical photographic equipment.

Source: Compiled from the United States Import Statistics, U. S. Bureau of the Census, Reports FT-110 and -120.



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